

# Results from Levittown Public Schools, NY Show the Importance of Strong Implementation of the TI MathForward™ Program

**Setting:** Levittown Public Schools is a small district located in a suburban community of 53,000 people on Long Island, New York. The district is comprised primarily of Caucasian students, most from middle-income families. Relative to other districts in the state, mathematics scores in Levittown are above average. Five teachers from one of the district's two high schools participated in the TI MathForward program in 2007-08. About 180 students were part of the program. The 2007-2008 school year was the first year of program implementation for the district.

## **Summary of Achievement Results**

*Significant 9<sup>th</sup> grade achievement gains among TI MathForward students on both New York Regents and course exams in Levittown Public Schools demonstrate the importance of strong program implementation.*

**Program Implementation:** In 2007-08, Levittown's implementation was consistent with the TI MathForward program design, except that teachers did not have common planning period to collaborate. All teachers participated in initial workshops focused on integrating all of the program components including the TI-Navigator™ classroom learning system. Nearly all participated in six days of follow-up workshops and also received in-classroom coaching and feedback on their implementation from a TI Implementation Specialist. The school implemented double blocks of mathematics instruction for students in the program which resulted in students exposed to 7 or more hours of instruction in mathematics each week. Nearly all teachers made use of multiple TI-Navigator tools throughout the school year. When they used the TI-Navigator system, three teachers reported using it to foster discussion, and two reported using feedback from the system to adjust instruction. Even though teachers did not have regularly scheduled common planning periods, teachers did report that they shared ideas informally about how to use the TI-Navigator system.

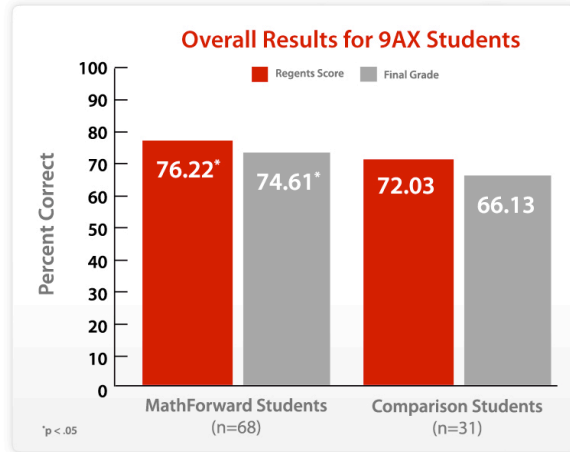
**Results:** At Levittown, students randomly assigned to TI MathForward classes were compared with students not assigned to these classes. Students' final grades and scores on the state Regents examinations were both analyzed. Final grades incorporate students' Regents' scores and their performance in class.

In the 9AX class, where implementation was consistent with the MathForward program, student achievement in the TI MathForward group was statistically significantly higher than in the comparison group on their Regents scores and in their final grades.

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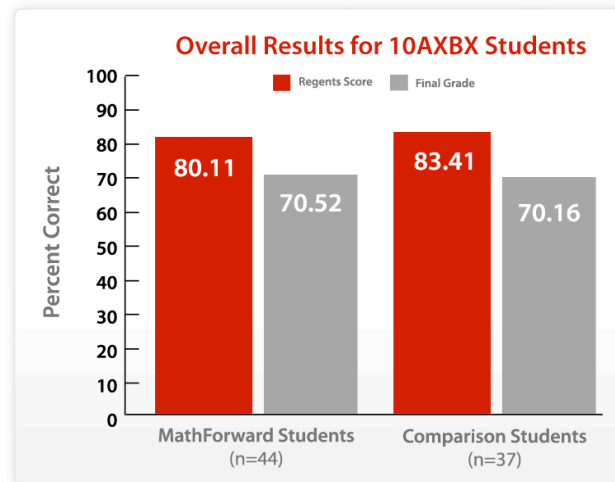
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## Overall Results for 9AX Students in Levittown



In the 10AXBX classes, where implementation levels were somewhat more variable than in the 9AX classrooms, TI MathForward students' scores were not significantly different from comparison students on either Regents scores or in final grades.

## Overall Results for 10AXBX Students in Levittown



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Levittown is the case of a district where positive results are tied to a higher level of implementation. The differences in outcomes may have been due to several factors, including the fact that implementation was not consistent with the MathForward program for 10AXBX teachers. Although the sample sizes were small for both groups, the observed effects were large enough among the 9AX students to be statistically significant.

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